

Farington Moss St. Paul's Catch-up Funding Strategy (COVID-19)

Funding allocation (Mainstream Schools)

<https://www.gov.uk/government/publications/catch-up-premium-coronavirus-covid-19/catch-up-premium>

Schools' allocations have been calculated on a per pupil basis, providing a total of £80 for each pupil in years Reception through to Year 6 (and to Year 11 beyond the Primary school phase).

Payments

This funding is being provided in 3 tranches. An initial part payment arrived in Autumn 2020. A second grant payment in early 2021, based on updated pupil and place data (For mainstream schools the 4 to 15 pupil headcount from the October 2020 census is being used)

The second grant payment will also take account of the initial part payment made in Autumn 2020 so that schools will receive a total of **£46.67** per pupil. A further £33.33 per pupil will be paid during the Summer term 2021.

Though funding has been calculated on a per pupil basis, schools have been advised to use the sum available to them as a single total from which to prioritise support for pupils according to their need.

As the catch-up premium has been designed to mitigate the effects of the unique disruption caused by coronavirus (COVID-19), the grant will only be available for the 2020 to 2021 academic year. It will not be added to schools' baselines in calculating future years' funding allocations.

Use of funds

The DfE have stated that schools should use this funding for specific activities to support pupils to catch up for lost teaching over the previous months, in line with the guidance on [curriculum expectations for the next academic year](#). (See also [EEF - School Planning Guide 2020-21](#))

Schools have been told we have the flexibility to spend funding in the best way for our cohort and circumstances.

Accountability and monitoring

As with all government funding, school leaders must be able to account for how this money is being used to achieve the central goal of schools getting back on track and teaching a normal curriculum as quickly as possible.

Given their role in ensuring schools spend funding appropriately and in holding schools to account for educational performance, governors and trustees should scrutinise schools' approaches to catch-up, including school plans for and use of catch-up funding. This should include consideration of whether schools are spending this funding in line with their catch-up priorities, and ensuring appropriate transparency for parents. **(DfE guidance - Coronavirus (COVID-19) catch-up premium - updated 19/11/2020)**

This document will be agreed with Senior Leaders and Governors, and will then be uploaded onto the school web-site.

The government has allocated approximately £80 per pupil to support catch-up initiatives following the reopening of schools. Below provides information of where this money will be targeted and the intended impact.	
Total number of pupils on roll – Autumn Census (Nursery to Year 6)	190
Proportion of DP Pupils, Reception to Y6 (ever 6 FSM)	25%
Proportion of SEND children (including EHCP pupils)	16%
Catch Up allocation (£80 x number of pupils)	£15,680
Key spending intention to support catch-up	Intervention teacher and additional teaching assistants to deliver key interventions across the school NTP Tuition partner – White Rose Maths
Publish date	February 2021
Review date	March 2021, July 2021
Lead	James Eccleston (AHT)
Governor Monitoring	Debbie McLean

PRIORITY AREAS FOR CATCH UP FUNDING

Priority 1

Phonics catch up interventions for children in years 1, 2 and 3

Priority 2

Reading interventions across years 1-6 (link to SDP)

Priority 3

Mathematics – Core skills

Catch-Up Funding Initiatives			
Action	Who	Expected Improvement	Expected Impact
Phonics			
1.a Assess phonics knowledge retained from previous year in years R, 1 & 2 and target children in year 3 (and above if appropriate) compile list of children for intervention groups. Also target pupils who didn't achieve the phonics screening in December 2020	Delivered by class Teachers/Ta's /Intervention Teacher (ND). Overseen by PP (EYFS/KS1)	Correct children are targeted for interventions	Targeted children to make good progress towards their ARE targets in reading in years 1, 2, and 3
1.b Set up short phonic interventions in Year 1 & 2 delivered remotely and in school by Intervention teacher and overseen / partly delivered by class teacher Implement Bounce-back Phonics interventions	Delivered by class Ta's/Intervention teacher and overseen PP (EYFS/KS1)	Children make rapid progress from starting points in learning and retaining phonic knowledge and are able to apply effectively	- Children (Y1 – 3) will be assessed at the end of 2021 and improvements from starting points will be identified - KS1 & Y3 informal in-school assessments will indicate progress from starting points

1.c Phonics activities on-line for children working from home (due to national lockdown)	Delivered by class teacher and overseen PP (EYFS/KS1)	- Targeted children in years 1 to 3 (and above where relevant) make good progress in reading, supported by a comprehensive phonic knowledge - Children successfully pass the phonics check	All targeted children show progress from starting points in end of year phonics check.
1.d Phonics booster groups for all of Y2 who missed the phonics check in Y1. Recheck for those in Y3/Y4. Targeted interventions continue after the phonics check.	Delivered by AO (Y1 phonics check lead)		86% (24/28 children) passed the phonics check in December 2021. Pupils in Y3/Y4 passed the check.

Reading			
3.a Reading checks across Years 3-6 to ensure children are reading at the correct level and are on the correct book bands	Delivered by class teacher and TA's in each class (Overseen by SH)	All children are reading at the correct levels and making good choices for reading for pleasure (engaging with high quality texts that require increased stamina)	Through pupil conferencing and monitoring, all of children are reading at the right level of challenge and have a wide choice of books with high interest level
3.b Targeted disadvantaged children (Pupil Premium, SEND, CLA) children across Years 1-6 will have 3x a week 1:1 reading	Delivered by TA's/Intervention teacher (overseen by SH)	- Children will make good progress in reading - Strong links made between reading and the rest of the curriculum	Increased % of disadvantaged children make improved progress in reading by the end of the academic year.
3.c Oxford owl elibrary. Target pupils in Y1-6 working remotely to read daily.	Delivered by class teacher and TA's in each class	Children make good progress and show high engagement with texts and respond effectively to the texts they are reading.	Increase % of pupils make good progress in reading from starting points.
3.d Targeted reading comprehension skills for identified children in Y3 – 3x a week using Read, Write Inc	Delivered by class teacher and TA (overseen by SH)	Children make good progress in inference questions	Increase % of pupils make good progress in reading from starting points.

3.e Extra reading books for book-bands 1, 2, 3 to support early reading	Delivered by class teacher	Children make good progress and show high engagement with texts and respond effectively to the texts they are reading.	Increase % of pupils make good progress in reading from starting points in YR and Y1.
Maths			
2.a Assess multiplication gaps in year 5 (cohort who would have taken multiplication check in Y4), carry out baseline assessments and put in place daily catch-up interventions where needed (including use of resources such as TT Rocks, doodle tables)	Delivered by class teacher and Y5 TA's monitored by JE (Maths lead)	Targeted children will confidently be able to recall all multiplication tables and use for calculations and reasoning	- Children in Year 5 show improved multiplication skills based on in-school check test administered at the end of the year - Evidence in book scrutiny, arithmetic checks or on-line remote learning activities shows confident application of multiplication knowledge
2.b Implement regular targeted multiplication interventions in years 3 and 4 to support comprehensive tables knowledge	Delivered by class teachers and TAs monitored by JE (Maths lead)	- Targeted children will have an increasingly confident grasp of multiplication tables - Children will be equipped to meet ARE by the end of Key Stage	- Year 4 in-house multiplication check at the end of Year 4 shows improvements from starting points - Improved % of Year 3 pupils know named tables for year group confidently by end of Y3
2.c Carry out baseline assessment to highlight children in Years 3, 4, 5 and 6 whose Mathematical knowledge demonstrates gaps. Weekly group tuition in school.	Children identified by class teachers. Intervention delivered TA's (Overseen by JE)	Children in years 3 4, 5 and 6 will have confident calculation and improved mathematical knowledge to access relevant year's ARE's	Increase % of children in Years 3 4, 5 and 6 can calculate to Age Related Expectations by the end of the academic year.
2.d Implement Maths booster sessions for Years 1 & 2.	Delivered by Class teachers/TA's and monitored by JE (Maths Lead)	Children in Years 1 & 2 increasing confidence in application of Mathematical knowledge and understanding	Increased % of pupils in Years 1,2 & 3 make progress towards ARE (Pupil Progress Meetings)

2.e Purchase White Rose Maths for remote learning programme. Continue to use for homework for all children	Delivered by Class teachers/TA's and monitored by JE (Maths Lead)	• All children will to improve confidence in Mathematical knowledge and understanding	• Increased % of pupils across school to make progress towards ARE (Pupil Progress meetings)
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